

THE ROLE OF METHODS IN TECHING FOREIGN LANGUAGE

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Abstract. *This thesis discusses the significant role of different teaching methods in learning foreign languages. It explores both traditional and modern approaches, highlighting their influence on student participation, knowledge retention, and overall language skills. The study evaluates the effectiveness of various techniques and offers valuable insights into best practices for educators.*

Keywords: *Communicative approach, effectiveness, foreign language teaching, immersion, language acquisition, pedagogy, teaching methods, task-based learning.*

INTRODUCTION

Foreign language teaching has evolved significantly over the years, as it is shaped by continuously developing linguistic, psychological, and educational theories. The effectiveness of language instruction largely depends on the teaching method used, as methodology has a direct impact on learners' motivation, engagement, and overall success. This article aims to explore the role of various teaching methods in foreign language education, incorporating both traditional and modern approaches to improve language acquisition.

MAIN PART

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Overview of Teaching Methods in English

Language learning has traditionally been approached through structured methods such as the Grammar-Translation Method and the Audio-Lingual Method. However, contemporary techniques like Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Immersion have gained popularity for their emphasis on practical language use.

Traditional Methods:

Grammar-Translation Method: Focuses on grammar rules and vocabulary, often relying on rote memorization and translation exercises. Audio-Lingual Method: Emphasizes listening and speaking through repetition, drills, and habit formation.

Contemporary Methods:

Communicative Language Teaching (CLT): Prioritizes interaction and real-life communication, focusing on fluency rather than strict grammatical accuracy. Task-Based Language Teaching (TBLT): Centers on meaningful tasks that encourage learners to use the language authentically.

Immersion: Engages learners in a language-rich environment where they acquire the language naturally through context. The choice of teaching methodology depends on factors such as learner demographics, educational setting, and objectives. For instance, younger learners may benefit more from immersive and interactive approaches, while structured methods may be more suitable for adult learners with specific language goals.

METHODOLOGY

This study will include the administration of pre- and post-tests to assess students' proficiency levels. Additionally, a questionnaire will be used to gather data on students' and teachers' perceptions of the teaching methods employed. Further insights into these methods can be obtained through teacher interviews. All participants will be informed about the purpose and procedures of the research while ensuring confidentiality and their right to withdraw at any time.

Informed consent will be obtained from all participants before data collection. Although the study aims for broad applicability, the limited sample size may influence the findings, particularly regarding self-reporting biases in the questionnaires. Future research should expand sample sizes and incorporate longitudinal studies to examine the long-term impact of teaching methodologies on language proficiency.

DISCUSSION

Data analysis reveals that students exposed to communicative and task-based teaching methods demonstrate greater participation and improved language retention. Regarding teacher perspectives, interviews emphasize that interactive and real-life usage of language aligns best with learners' needs and contexts.

Teaching Practice Implications

The findings suggest that language programs should be more adaptive to different learner profiles by incorporating varied teaching approaches. Greater flexibility in methodology is likely to boost motivation and enhance overall learning outcomes.

RESULT

Research findings confirm that modern methodologies, particularly Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), have become dominant in achieving language proficiency and enhancing learner satisfaction.

While traditional methods still hold value in specific contexts, they are less effective in promoting classroom interaction and language retention.

Quantitative Results

Proficiency Gains: Pre- and post-test scores indicate that students exposed to CLT and TBLT experienced significant improvements in language proficiency. On average, CLT and TBLT groups showed a 25% increase in proficiency, whereas students taught through traditional methods saw only a 10% increase.

Qualitative Findings

Teacher Insights: Interviews revealed that CLT and TBLT foster interactive and immersive learning environments. Teachers emphasized the importance of real-life scenarios in the classroom to build fluency. Some teachers expressed concerns about traditional methods, noting that they often result in lower student engagement, lack of motivation, and limited real-life application of the language.

Comparative Analysis

The findings highlight a clear contrast between traditional and modern teaching methods.

While traditional methods help build a foundational understanding, they are less effective in encouraging active participation and practical language use. A mixed-method approach, combining quantitative data with qualitative insights, reinforces the conclusion that teaching methodologies should align with learners' needs and preferences for better outcomes.

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